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blâme; et le novice en littérature doit être exercé à discerner sur-tout le beau." On these grounds he has chosen to dwell on the edifying sides of Rousseau's life and works, and pass by in silence the unedifying. At this time when there is so much violently hostile criticism of Rousseau and also so much misinterpretation of his doctrines, it is only fair to present the reverse of the medal. But it is a pleasure to see that Professor Schinz has done this without falling into the other pitfall of exalting the citizen of Geneva into a prophet whose precepts point the way to the millennium.

The closing pages of the book are devoted to a recital of the influence of Rousseau, contemporary and posthumous. Here the editor points out very justly that many people have blamed and do blame Rousseau as a disintegrating force in society by attributing to him much for which he is not responsible. The wish has been father to the thought, and because Rousseau held certain theories, others have been saddled upon him by those who champion them. The unfavorable criticism of Rousseauism by Professor Babbitt and Mr. P. E. More has been so violent that the reviewer feels Professor Schinz may have made a mistake in passing it by with a mere impersonal reference in his closing paragraph. After all, the editor must be credited with having held quite consistently to his announced intention of treating the question in objective fashion, and the text is really informational, not critical. The class or reader, unable to give time to the works *in toto*, can gain from this book an adequate knowledge on which to base later critical judgments.

The physical appearance of the text is excellent. The paper, printing, binding, proof-reading leave little to be desired. A few well chosen illustrations presenting Rousseau and his haunts add to the attractiveness of the volume.

In closing the reviewer ventures to suggest that there is a chance to bring out another volume of Rousseau that will fit in length and scope between those of Professor Schinz and of Professor Gauss. The latter has been mentioned. The drawback to the former is that it is too long to use in survey courses such as are given in most universities and colleges. For a course on the XVIIIth century it is admirable.

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CHARLES E. YOUNG

A LA MAISON FRANÇAISE. By LEOPOLD CARDON AND RAYMOND WEEKS. Silver, Burdett & Co. 1920. pp. 213.

A la Maison Française is the story of the experiences of two girls, students in the French House of the University of Wisconsin. At the head of this house is a Frenchwoman who figures occasionally in the conversations; and one of the members of the house is a French exchange student who takes frequent part in the dia-

logues, so that the atmosphere of the entire text is distinctly and delightfully French. To those teachers and pupils whose chief aim is mastery of the spoken and written idiom of the French of every-day life, this book will make a strong appeal. Second-year college students, whether fortunate enough to be actually in a "Maison Française" or not, will find it of compelling interest, and third-year high school students cannot fail to enjoy its living pictures of the "real thing." "Quant à la forme," say the authors in their preface, "c'est du français tel qu'il se parle en France, du français tel qu'il est."

The text of each lesson is followed by a "causerie explicative," in which idioms and constructions are either explained in French or translated idiomatically into English. This is an excellent supplement to and reinforcement of class explanations and should be a great time-saver as well as an aid in learning to use the language. "Pour apprendre à parler," the second section following each lesson, consists of exercises such as questions on the text to be answered, sentences to be put into the interrogative form, English sentences to be translated orally, and idiomatic expressions to be used in sentences. To all appearances this should be the most useful part of the text in developing what the authors call "spontanéité inconsciente, indispensable à la conversation." In passing we cannot refrain from noting the thoroughness and variety of treatment of this part of the work; as, for instance, (1) Répondez en employant les expressions idiomatiques du text ou un pronom objet pour les mots en italique; (2) inventez les questions pour ces réponses; (3) faites négatifs les impératifs suivants; (4) dites au passé indéfini, etc. "Pour apprendre à écrire," the third section in each lesson, "will serve," say the authors, "as a written proof of the perfect assimilation of the text." In the beginning it consists only of writing what has been done orally. But later it appears as a well developed and original division. This is typical of the whole book, which is not only well organized, but well-graded, so that the average student can progress comfortably.

"Quality not quantity" is the slogan of these wise writers, who suggest two or three periods to each lesson, so that the exercises should be taken up only when the text has been learned almost by heart, "by dint of repetition aloud." There being only twenty-nine lessons, the thorough teacher should be able to complete the text and accomplish nearly all that is laid out. To aid him there is an appendix with *good* explanations in *English* of how to form the interrogative and the negative; of the partitive; of *y* and of other difficult constructions. Added to which is a fine treatment of irregular verbs. The French-English and English-French vocabularies are intended for reference only, as the "causeries explicatives" furnish nearly all that is necessary to quick comprehension of the text.

There are 124 pages of text and 25 in the appendix. The following titles of lessons taken at random can only suggest the wide and useful variety of vocabulary offered: (1) *Arrivée et Présentation*; (2) *La Chambre de ces Demoiselles*; (3) *Promenade en Auto* (including gears, punctures and speed enough to interest the most up-to-date); (4) *Sur la Glace*; (5) *La Bête Noire de la Langue Française* (being an excellent presentation of the subjunctive with plenty of oral drill attached); (6) *Noël et le Jour de L'An* (French customs and celebrations); (7) *Déjeuner impromptu*; (8) *Soirée Dansante*. Surely this book can render a distinct service to those who wish to acquire a reasonable facility in the use of the living language.

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LE PARIS D'AUJOURD'HUI. BY FRANCK LOUIS SCHOELL, Agrégé des lettres. With Exercises and Vocabulary. Henry Holt & Co., N. Y. 1921.

Professor Schoell's "Paris d'Aujourd'hui" is well adapted as a reading text to second year students. Its chapters cover many phases of life in Paris—work, recreation, art, student life, etc., besides Versailles, the French Cathedrals and Chateaux. It is provided with questions in French on each chapter, with grammar questions and English sentences based on the text to be written into French. An adequate vocabulary ends the book.

The text admirably attains its purpose, which is information. In the hands of a sympathetic teacher it should lay at rest the false notion that "the French are a gay, frivolous people much addicted to dancing and light wines." At the outset, the author happily invests Paris with a living personality which he takes care shall win first our interest and then, on closer acquaintance, our respect; for what does he offer everywhere in explanation of the charm and pre-eminence of Paris but the gospel of hard work? In numerous passages he shows great good sense, notably in the chapter on the Quais; in others, an engaging frankness as to French shortcomings; for instance, the deplorable lack of democracy in the system of secondary education; and here and there he indulges the French tendency to philosophic generalization—on politics, on art, and on life as a whole.

Facts in abundance and in interesting form the book possesses, then. Professors Schoell's occasional attempts to get behind these facts, to explain them, may well stimulate the student to reflection.

The unsuccessful part of the book lies in the exercises, conversational and grammatical. Professor Schoell gives us a "literary" as opposed to a "grammatical" text, written freely and naturally